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ABSTRACT

This guide is designed to assist doctoral students in successfully completing a doctoral dissertation at Rutgers University of New Jersey. It contains an explanation of the procedures and content necessary for completing a dissertation proposal and for writing the dissertation. Guidelines are presented for the dissertation proposal in which proposal preparation and procedures involving defending the proposal are discussed. In addition, guidelines for writing the actual dissertation are outlined involving each stage of the dissertation's creation. Also discussed are the specifications for printing the document as well as an examination of the forms and services to be used in completing the dissertation process through graduation. Appendices include: (1) a dissertation proposal defense announcement, (2) an example of a title page, (3) a guide for writing the proposal in the proper tenses, and (4) a list of common errors in format and writing. (GLR)

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GUIDE TO DISSERTATION PROPOSAL PREPARATION
&
DISSERTATION PREPARATION

1993 EDITION

Academic Services

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INTRODUCTION

After you have submitted an acceptable doctoral program, successfully completed your course work, and passed the qualifying examination, you should be ready to begin the dissertation work, i.e., writing and orally defending the dissertation proposal and writing and orally defending the dissertation.

Recommendation, before beginning work on the dissertation: 1) read the Graduate School of Education (GSE) Catalog, sections titled Dissertation, Dissertation Proposal, Preparation, and Oral Examination, 2) read this document THOROUGHLY, and 3) refer to and follow the selected guidelines for writing, e.g. Publication Manual of the American Psychological Association. Persons have missed graduation dates because, e.g., they have had to rewrite the reference section due to incorrect format, or missing authors, missing page numbers, etc. Flow chart what you have to do in order to complete the dissertation. Plan and be scholarly in order to avoid frustration and possible plagiarism due to poor record keeping.

This Guide contains an explanation of the procedures and content necessary for completing a dissertation proposal and the dissertation. The proposal is the contract which specifies exactly what research will be accomplished and, subsequently, reported in the dissertation. As suggested above, study the contents of this document thoroughly.

GUIDELINES FOR THE DISSERTATION PROPOSAL

Preface to the Proposal Guide

Dissertation work does not begin on the day following the qualifying examination or with the first attempt in writing a proposal draft. The dissertation is part of the candidate's course work, reading, and broad experience as an inquirer. The proposal should reflect these experiences and abilities. The dissertation proposal and subsequent dissertation will involve human relationships, professional activities and private ambitions. This work will require substance from the candidate's past and influence the candidate's future. From a practical point of view, this learning experience is an integral part of the educational program in the Graduate School of Education. The first part of this guide, the proposal guidelines, will help on the mechanics of the learning experience but cannot help the candidate select a problem, define a major question, establish a positive relationship with a chairperson, negotiate with the committee, or defend the proposal. These latter abilities must be self taught by the candidate.

Committee

As stated in the Graduate School of Education Catalog 1992 1995:

> A doctoral (Ed. D) dissertation committee consists of at least three faculty members. Any full-time faculty member at Rutgers University with an earned doctorate is eligible to serve as a committee member if recommended by the chairperson of a dissertation committee. A person with equivalent qualifications outside Rutgers University may become a member of a specific dissertation committee if recommended in writing by a committee chairperson and approved by the Associate Dean. Effective for students admitted to GSE doctoral programs on or after September 1, 1990, each dissertation committee shall be composed so that the following conditions are satisfied:
>
> > (1) The chairperson shall be a member of the doctoral faculty in education.
> > (2) At least one member of the committee shall be affiliated with the program for which the student is fulfilling the Ed. D. requirements.
> > (3) At least one member of the committee shall be a member of a Rutgers University department other than the students's department. (pp. 26-27)

"Subsequent changes in the composition of a doctoral committee require concurrence among the chairperson of the committee, the associate dean, and the faculty members involved" (GSE Catalog, p. 27). The chair should write a letter to the Associate Dean indicating any change in the composition of the committee.

Assembling and working with a committee is an interesting adventure. Variations in practice exist. One committee chairperson may want you to write and revise several proposal drafts before a committee is formed. Another chairperson may suggest early involvement with committee members as you write the document. Some mentors ask for detailed reports during the entire process; some do not. Some will clarify their expectations; others may be less explicit. But all of your mentors will hold you accountable for your work. You are wise to ask direct questions about these and other details: frequency of meetings, timetables, independent work, etc. And, as you assemble your committee, ask about faculty expertise. If your topic is Egypt, make every effort to seek the help and participation of the local Egyptologist. Seek expert advise on bibliographic searching, research design, and data gathering and analysis, even if faculty experts are unable to serve on your committee.

The Problem

Perhaps the most difficult task to be solved is identifying a problem that is: (a) not trivial, (b) sufficiently focused, and (c) personally satisfying. There are some assumptions behind these criteria. One is that the candidate wants a challenging inquiry that will contribute to human knowledge. A second assumption is that the candidate is capable of setting reasonable goals and pursuing them. Third, is that the candidate will devote sufficient time in a study, that is personally and professionally satisfying. There is little advantage in conducting research if these assumptions are invalid for the candidate.

Procedures

Proposal Defense

Two weeks prior to the scheduled defense of the proposal, seventy copies (70) of a one page dissertation proposal defense announcement are to be submitted to the Office of Academic Services. This one page announcement includes the title of the school, department, DISSERTATION PROPOSAL DEFENSE ANNOUNCEMENT, candidate's legal name, title of proposal, date of defense, time of defense, place of defense, committee plus an abstract of the dissertation proposal that will include problem, hypotheses, methodology, and significance (see Appendix A for example).

The candidate must also ensure that each committee member receives a copy of the proposal two weeks before the defense and a copy of the DISSERTATION PROPOSAL DEFENSE ANNOUNCEMENT. [Therefore, the candidate must duplicate 73 copies of the DISSERTATION PROPOSAL DEFENSE ANNOUNCEMENT, assuming a three member dissertation committee.]

Successful Defense

"After the proposal has been successfully defended, two (2) copies of the approved proposal (including the original signed title page), signed by each committee member, are required to be submitted to the Office of Academic Services" (GSE Catalog, p. 27) to be filed in the candidate's permanent file.

Proposal Preparation

Each department may have specific regulations governing the preparation of the dissertation proposal; therefore, each student must consult with the advisor about regulations. Following are

guidelines for the preparation of a proposal and an abstract (Appendix A) as well as a sample proposal title page (Appendix B). Tenses for the proposal may be found in Appendix C.

Style Directions

The candidate should select an appropriate style guide for preparation of the dissertation proposal. The Publication Manual of the American Psychological Association is the preferred guide; the Chicago Manual of Style is recommended as an alternative. Students may select a different style to follow with the approval of the dissertation advisor and the Office of Academic Services.

Dissertation Proposal Defense Announcement

Refer to Appendix A for an example of the Dissertation Proposal Defense Announcement. The format for this one page announcement is:

GRADUATE SCHOOL OF EDUCATION
Department of

DISSERTATION PROPOSAL DEFENSE ANNOUNCEMENT

Candidate's legal name
Title:
Date:
Time:
Place:
Committee:

ABSTRACT OF DISSERTATION

Problem:
Research Questions or Hypotheses:
Methodology:
Significance:

The abstract of the dissertation proposal should contain the following information:

Problem: Describe the broad frame of the planned research in four or five succinct sentences. These should offer broad contexts--historical, social, theoretical--not narrow objectives. Define the boundaries or scope of the task. Present a sense of where the questions appear in a whole view of the discipline.

Research Questions or Hypotheses: Number and list the most important research questions, objectives or hypotheses. Precise language is essential. If necessary, provide brief definitions for key variables or other terms.

Methodology: This section should contain a description of the proposed design for identifying, gathering and analyzing data. Begin by describing the general intentions as an inquirer, then indicate more specific elements of the plan, e.g., subjects, procedures, documentation, and analysis techniques.

Significance: Speculate about the form of anticipated product and the potential value. Describe a range of possible outcomes from the inquiry. What, in the candidate's own words, is the unknown? How will the findings be reported? What new knowledge is expected as a result of this inquiry?

Some guidelines in writing the abstract for the announcement are:

Be brief. The proposal abstract should not exceed one page.

Avoid jargon/slang. Ask someone outside the field to criticize a draft.

Strive for continuity. Sections of the abstract should be logically connected.

Remember that the proposal is a tentative document. The proposal is not complete until signed by the committee. Writing the abstract is part of the preparation for the defense.

The Dissertation Proposal

The parts of the proposal should be logically connected, like the parts of a map to create an entity. The proposal is also like a map used to plan extensive travel. The research that follows the proposal completes a designated journey. And the proposal, like a contract, is an agreement that clarifies exactly what the committee expects the candidate to accomplish.

The content of the proposal must always meet the standards of the committee, especially the specific directions and guidelines of the chairperson. To a certain extent, the proposal is a collaborative task for the candidate and the committee. Virtually every detail of the dissertation proposal design is negotiable, the proposal being the result of a consensus of all parties concerned. A detailed, thorough, informed, and thoughtfully prepared proposal permits the candidate to proceed. Commitment and discipline are essential for the successful completion of the proposal and dissertation.

The proposal is not a perfunctory obstacle or a casual task. It is a powerful tool for the inquirer, because the proposal contains definitions that will assist in making observations, a

review of models, limits and constraints that narrow the universe to an accessible domain, sources of data, procedures for gathering and processing information, and an idea of when to close the inquiry. The proposal requires significant work dialogue, and time to evolve. The proposal is the most important step toward completing the dissertation. [Some advisors have estimated the proposal takes 80% of the time and effort, the remaining 20% being that time and effort needed to accomplish what has been stated in the proposal.]

What follows is not written to standardize all proposals; every one is different and has its own form. The initial effort will not be the final product (that may be three or four, or more, fully revised drafts away), but the first effort will allow the candidate, chair, and other advisors to react to something in writing. Though the details of the proposal evolution will vary, the proposal will eventually (1) contain the general problem to be examined, (2) have a presentation of the problem context, (3) contain a description of previous inquiries and conclusions, (4) have the exact questions and objectives for the study, (5) have a description of the research methodology and techniques to be used to derive answers, and (6) have a discussion of the anticipated outcomes, meanings and implications of the study.

Problem

The proposal should begin with a succinct, coherent general statement of the problem. This means that the scope and boundaries of the study will be described. Do not present the specific questions or objects yet; rather, write about the candidate's perception of the problem and where the problem occurs in the education field. As a result of this statement, the committee should understand the broad framework for the problem, why the problem is significant, and how the intended study is new.

As the problem statement is being written the candidate should make his/her orientation to the problem clear by describing previous encounters with this problem and how his/her thinking has changed over time. This section should be brief.

There are three questions that should be answered in the problem statement: (1) In the general area of the candidate's discipline, where does the research problem exist? (2)What are the boundaries of this study? and (3) Why is this problem worthy of scholarly attention?

Background

The second part of the proposal elaborates on the problem statement by introducing the historical, social, and theoretical contexts of the problem. Data about the genesis and development

of the problem should be given to trace the problem evolution as an idea or question of importance. Showing any relevance of the selected problem to other problems may enhance the presentation of this context. Definitions may be necessary to describe the relevance of the problem to other problems. Certain problems may require explanation of their origins in terms of relevant theories or data of other researchers. Difficult concepts and implications might be explained. As this background is written the candidate's command of all pertinent contexts, both practical and theoretical, should be evident.

There are three questions that should be answered in the background statement: (1) How has the problem evolved over time? (2) What are the contexts, i.e., historical, social, and theoretical? and (3) What theories are used to plan the research?

Literature

The literature review is a vital part of the candidate's learning. An informed approach to this task is required. Until the pertinent literature is thoroughly known, the candidate will not be able to write relevant questions. By the time the proposal is completed, the candidate should have a thorough knowledge of the literature even though the review of the literature may be brief in the proposal.

The literature review, unlike preceding sections, contains a discussion and explanation of the pertinent documents and analyses of previous inquirers. Controversies, ambiguities, and patterns of inquiry in this area of research should be documented in this section. This section must be a selective, critical, and analytical summary of important publications, not a comprehensive review, or merely a litany of citations. Only the most pertinent and useful documents should be cited, in no more than five pages of text. The literature review should contain the logic and line of inquiry that supports the research questions, objectives, or hypotheses. In this section and throughout the proposal follow the documentation and citation requirements of an appropriate manual of style to prevent plagiarism and other writing errors.

There are three questions to be answered in the literature review: (1) What is the essential literature on this problem? (2) What patterns of inquiry are present in the literature? and (3) How does the inquiry proposed for this study logically follow these patterns of inquiry?

Questions/Objectives/Hypotheses

This section is the most precise and challenging part of the dissertation proposal. The questions/objectives/hypotheses stated in this section will be used to design the research and to

evaluate the success of the completed dissertation. This section is intended to articulate and define the problem previously explained. The section may begin by a description of general purpose, then in an appropriate sequence the research questions, objectives, or hypotheses.

In this section the language must be unambiguous. There is a necessity to define key concepts or variables, and to identify operational definitions for the terms in use. Accepted terminology from the research literature should be used. [A reader unfamiliar with the field of study should be consulted to help avoid jargon/slang and miscommunication.] Finally, there should be a rationale to explain why the questions or hypotheses are reasonable based on existing knowledge. This section should be two to three pages.

There are three questions to be answered in the questions/objectives/hypotheses section: (1) What are the exact questions, objectives, or hypotheses of the study? (2) What terms or concepts must be defined? and (3) Is the language precise?

Methodology

Once the problem is identified and clarified for the conduct of research, the most appropriate methods to gather data must be identified. Most questions may be answered using different methodology. These methods of inquiry are different in their definitions of data, uses of quantification, required research skills, and methodological orientations. Each method can be said to seek different kinds of meaning and knowledge. Many decisions about method and approach may have been made implicit by choosing a particular problem in a particular discipline. The status of knowledge or theory in the field, the nature of the dissertation problem, and the kind of new knowledge sought will also dictate the specific methods to be employed. Additionally, the selected method must be one that is within the range of ability of the candidate. The most attractive methodology may not be feasible for the candidate or worse may cause the candidate to waste time and energy.

Naturalistic research is employed to study the structures and processes of experience in natural settings by seeking information about on going events. Descriptions, concepts, and theories are generated by observations that do not interfere unduly with the particular contexts of behavior under study. The inquirer gathers data through such techniques as participant observation, conversations or interviews with informants, and extensive unobtrusive documentation. The data of naturalistic inquiry is rigorously analyzed in order to identify categories and patterns of experience. This method is most suitable for

ethnographic, case study, and exploratory research designs.

Interpretive research is designed to display and clarify meaning. Knowledge is seen as a construction of relationships between symbols, e.g., language and behavior, and their significance, e.g. sense and value. As in interpreter, the researcher often uses a schema or theory to arrange and translate the materials or symbols of human experience into an explanatory framework. These negotiations help to explain any connections between an act or an object and any meaning in a broader context. While interpretive research is associated typically with philosophical, historical, literary, or aesthetic studies, interpretation must be understood as an element of all inquiry.

Historical research is designed to project contemporary understanding to the meanings, contexts, and patterns of other times. the historian characterizes cultures, institutions, events, lives, or epochs by tracing themes and exploring contradictions in human records. Often the historian may reconstruct a whole view from any interdisciplinary insights, disparate facts, and ephemeral traces. Public and personal documents, official and unofficial accounts, oral narrative and other testimony may be interpreted by quantitative, qualitative, or combined methods. Connections between ideas and actions, clear distinction between facts and opinions, and rigorous attention to undistorted documentation are essential to any historical analysis. Historical researchers clarify perspectives of the past, explore continuity in human experience and offer a method of thinking about all research problems and problem evolution.

Experimental research is used to alter the world in some way, to observe what will happen. Experimental researchers emphasize control and arrangement of variables in order to observe, document, and define any effects of variables on behavior. Experiments can occur in the laboratory or field, with natural, selected, or simulated groups. Accurate records of samples, treatments, conditions, responses, and measurements are essential to and appropriate qualitative techniques are used to test hypotheses, make comparisons, or specify relationships. This kind of inquiry can lead to causal inferences and predictions about behavior, and empirical knowledge that confirms or disconfirms theoretical insights.

Survey research has several forms and uses, but is essentially valuable when detailed quantitative descriptions of a complex but carefully defined environment are sought. Surveys can be used to explore, measure, and classify connections among such variables as opinions or behaviors and the circumstances in which they occur. The survey may be designed to seek selected or comprehensive data about an entire universe of respondents, or a sample. Data may be derived from questionnaires, interviews,

observations, or available documents. Results of such research may be summarizing graphs, tables, averages, or proportions that can be used to create a profile of the population or detailed statistical analyses can be used to find specific patterns of continuity or causality among variables.

Note: Not all research methodology can be classified exactly in the above categories. Some problems will require combined methods in order to answer research questions.

An articulate description of the research methodology should reflect extensive understanding of the methodological literature and a sensitivity to any ethical aspects of the inquiry. There must be an explanation of why and how the chosen methodology precisely fulfills the requirements of the research questions, i.e., how the research methodology will yield the data required to answer the research questions.

The methodology should be described as fully as possible in order to conduct the research effectively and efficiently. In response to difficulties or unexpected obstacles, the proposal may be redesigned and renegotiated with the committee at a later time. The redesigned plan should be approved by all members of the committee and a written copy of the redesign signed by the chair should be submitted to the Office of Academic Services to be filed in the candidate's file.

A detailed description should be included that specifies the types of data, collection procedures, analysis procedures, and information to be used to interpret the findings. Finally, describe the conditions that will indicate that closure of the study has been achieved. Additional details may be specified by the candidate's committee. <u>When in doubt, always consult the committee</u>.

Questions to be answered in the methodology section are: (1) How can valid new knowledge be obtained concerning the problem?, (2) What are the sources of data?, and (3) What are the specific procedures for obtaining, analyzing and reporting data?

Significance

In the significance section speculate about the anticipated product/s, limits of product application, possible contributions to the existing body of knowledge, i.e., enlarging, limiting, or disconfirming existing theories, change practice, and how the outcomes might be explained.

The Document

The chairperson or committee may require some variations in the proposal document as described above. For example, a longer,

more detailed background statement or review of the literature may be required. The literature review may be concluded with hypotheses or guiding questions. The organization of the methodology section and the information within may be dictated by the approach to be used. Finally, because the proposal will not be complete until the committee signs their approval, specific addenda, appendices, or detailed revisions may be required. These variations should not affect the integrated quality of the proposal as an essay.

There is the possibility that candidates may infer from this guide that the format and information are inflexible and formulaic. These inferences should be avoided. The importance is to write a proposal that reflects the quality of the candidate's thought about the problem and the possible implications than to worry about the placement of sections within the proposal. Finally, an assumption is made that a significant question, carefully considered, is likely to lead to a successful proposal and subsequent dissertation. [Many chairs have found that until the candidate begins thinking in terms of questions to be answered that little progress on a proposal is made.]

Note: The proposal guidelines section was written under the auspices of the Graduate School of Education Senate Subcommittee on the Improvement of Dissertation Quality. A model by Professors Beder and Darkenwald was used as a guide for writing this guide. Their model is gratefully acknowledged. Faculty who commented on or contributed to this document include Professors Arnold, Athey, Cadwell, Carlson, Darkenwald, Garner, Geyer, Giarelli, Golbeck, Kells, Kottkamp, Lee, Phillips, Shimahara, and Carr, the last having organized and written the guide. The document was edited by Prof. Doty November 1992.

GUIDELINES FOR DISSERTATION

Final Dissertation Defense

One month before the scheduled final dissertation defense, a form (see Appendix D) must be submitted to the Office of Academic Services. This form is used to indicate that each member of the committee has received a defense draft of the dissertation as well as the time and place of the meeting. Committee members sign their initials on this form.

Two weeks before the defense, submit a draft copy of the dissertation to the Office of Academic Services. The draft copy may be printed using a near-letter quality printer. Each copy must be clearly marked 'Defense Draft' on the cover sheet.

The draft submitted to the Office of Academic Services will

be thoroughly examined by the Associate Dean (or a designee) to ensure that format is professional quality. A copy of the examination will be prepared for the student who may, after the defense, obtain the examination and critiqued copy of the draft. The chair of the dissertation committee will receive a copy of the examination prior to the defense in order to determine the appropriateness of the examination and to confer with the student concerning necessary changes to be made on the final dissertation. [Two or more days after the dissertation defense the student should schedule an appointment with the Associate Dean (or designee) to review the necessary changes. Note the delay of 2 plus days is necessary in order for the student to be able to fully comprehend what changes must be made.]

The defense is a public hearing and the dissertation is a public document. Therefore, any member of the Graduate School of Education and University has a right to review the dissertation and attend the defense.

During the defense, the candidate is asked questions by the dissertation committee concerning the research. The committee also recommends content revisions to the dissertation. [Before the two copies of the dissertation may be submitted in final form to the Office of Academic Services the content and format revisions must be completed. The chair of the committee is responsible for ensuring the correctness of the content.]

After the defense the candidate will meet the with Associate Dean (or designee) as described previously to review necessary changes.

For printing the final dissertation, letter quality is required. Two copies of the final dissertation are to be submitted to the Office of Academic Services with all required forms and payments.

The Associate Dean (or designee) will make a final check of the final dissertation to ensure that the recommended changes, as approved by the dissertation chair, have been made. Any dissertation not meeting the format standards will be delayed until the format is corrected.

Format

While the most common guide used in the Graduate School of Education is the Publication Manual of the American Psychological Association, other guides may be followed with the approval of the dissertation chair for studies that are not conducive to the use of the APA Manual. The APA Manual is available at most

college bookstores, by special order from bookstores, and directly from Order Department, American Psychological Association (APA), P. O. Box 2710, Hyattsville, MD 20784.

The goal of the APA Manual is to standardize formats of articles submitted for publication in research journals in psychology. Also included are directions concerning dissertations. Because there are some differences between journal articles and doctoral dissertations (or theses) differences are cited in this Guide to Dissertation Preparation. FORMAT REQUIREMENTS GIVEN IN THIS GUIDE SUPERSEDE THE APA MANUAL.

Any questions not addressed either in this Guide or in the APA Manual, contact the Office of Academic Services in the GSE. DO NOT RELY ON PREVIOUS DISSERTATIONS OR THE ADVICE OF STUDENTS OR TYPISTS. [Too many students have said my typist has done several dissertations and knows the format so I did not have to check. Do not rely on a typist to do professional work. You are responsible for the professional quality of the dissertation.]

The dissertation will be photographed in order to be placed on microfilm, therefore, standard format and style are required.

The following items are presented in the order in which they are to be presented in the dissertation.

Title Page

Appendix E contains a sample of a title page. The title is capitalized. Notice that 'by' is capitalized, the name is capitalized, and the name of the candidate is the full legal name. The remainder of the title page is in upper and lower case. See Appendix F for a listing of the proper program title for the title page. Department names are not given on the title page-only program titles. The number of lines provided for signatures should correspond to the number of members of the candidate's committee (three or four depending on when the committee was formed). Degrees of the committee members are not given. The dates given at the bottom of the page are those three graduation dates--not the month the dissertation was defended. These months are: May, October and January.

When the final dissertation defense occurs, two copies of the title page on 16 pound or heavier, 100% rag bond paper, should be prepared for the committee members to sign. Approximately 25% of prior students have had to do the title page again because of incorrect title, not on proper paper, wrong graduation date, department instead of program, degrees of committee members given, etc. (See Appendix I concerning errors)

Copyright Page

This page is optional. If copyrighting is desired, a copy right page is inserted immediately following the title page. This page is neither numbered or counted. The copyright notice should be centered on the page. For example:

c Copyright 1993 by Brett Charles Combe

Acknowledgments

The candidate may place a one (1) page acknowledge in the dissertation following the copyright page. This page is to be numbered i, bottom of page, centered.

Abstract

An abstract of the dissertation is included in each copy of the dissertation. The abstract serves as an introduction to the dissertation and should summarize: the problem, the methodology, the findings and conclusions. The maximum length for the abstract is 350 words total. This total differs from the numbers cited in the APA Manual. [Note; prepositions and numbers count as words.] Concerning the top margin for the abstract, the margin may be one (1) inch. Use the following example as a guide:

ABSTRACT OF THE DISSERTATION

A Study of Non College Bound Graduates

From New Jersey Public Secondary High Schools

by JENNIFER ANNE WRIGHT

Dissertation Chairperson: James Passem, Ph. D.

Note in the above example that the first line is capitalized, the title is upper and lower, 'by' is lower case, the candidate name is capitalized, the chair name is followed by the degree.

The text of the abstract, beginning four (4) spaces below the name of the dissertation chairperson, is to be double spaced and should conform in paper and margin requirements to the format of the dissertation. The abstract is to be inserted into the manuscript immediately after the copyright page or acknowledgments page, if one is included, and is to be numbered ii, center, bottom of page.

Table of Contents

The Table of Contents contains the chapter titles, subheadings of chapters (optional, but normally included), references, and appendices. Preliminary pages may also be included. The Table of Contents is part of the preliminary pages and is, therefore, numbered by Roman numerals after the abstract. The top margin for the Table of Contents is one (1) inch. (see Appendix G for example)

List of Tables and List of Figures

Tables and figures are used to present data in a clear, organized manner. According to the APA Manual:

> Tables provide exact values and can sufficiently illustrate main effects; they are less expensive than figures to reproduce. Figures of professional quality attract the reader's eye and best illustrate interactions and general comparisons, but they are imprecise and are expensive to reproduce...Refer to all tables as 'tables' and to all graphs, pictures, or drawings as 'figures'. (p. 27)

Both the List of Tables and the List of Figures give the number, full title, and page number of every table in the dissertation. The List of Tables and the List of Figures are part of the preliminary pages and are numbered in lower case Roman numerals. Examples follow:

LIST OF TABLES

Table		Page
1.	Students Per High School Studied	92
2.	Average Number of Students	98
3.	Number of High School Students Per State	100

LIST OF FIGURES

Figure		Page
1.	Bar Graph of Education Per State	52
2.	Gantt Chart of Philosophers	65
3.	Persons in Poverty	72

Chapters and Headings

The text of the dissertation is divided into chapters. Each chapter is numbered and titled and begins on a new page. [Many novice candidates begin each section within a chapter on a new page. This is incorrect! The text is to be continuous.] Chapters may be broken into a series of subsections by using subheadings (also called subtitles). The order of hierarchy of subtitles is given in the APA Manual page 66, section 3.29. [More mistakes are made in this area than any other-so be careful.]

LEVEL	HEADING
1	CENTER UPPERCASE HEADING
2	Centered Uppercase and Lowercase Headings
3	Centered, Underlined, Uppercase and Lowercase Heading
4	Flush Left, Underlined, Uppercase and Lowercase Side Heading
5	Indented, underlined, lowercase paragraph heading ending with a period.

Level 1 seems to give persons the most problem because persons interpret this as, e.g., CHAPTER I being capitalized and any other part of the title such as Education being level 2. The title of the chapter even if two lines is capitalized. For example:

CHAPTER I

EDUCATION

Should there be two or more major sub sections of EDUCATION (In America and In Europe) within the chapter, the heading would be:

CHAPTER I

EDUCATION

In America

Text_____

_____

In Europe

In effect, In America and In Europe are level 2 headings. If In America had two or more sub sections, these sub sections would have headings at level 3, etc.

References

The references section follows the text and is continuously paginated with the dissertation. Refer to pages 118-133 in the APA Manual. BEGIN FROM THE VERY START IN WRITING THE DISSERTATION TO FOLLOW THE FORMAT FOR REFERENCES. You must be precise in every reference given. Only citations are to be given in the References section that are referred to in the dissertation. The reference section differs from a bibliography in that a bibliography contains all citations on a given subject.

Indent three to five spaces for the second line and subsequent lines of a citation. Each citation may be single spaced with double spacing between each citation. The list should be alphabetized by last name of author. References are not broken into sub sections by type of work, books, articles, etc.

Appendices

Unless otherwise approved by the Office of Academic Services, appendices must be typed in the same style and font (typeface) as the rest of the dissertation. Each appendix is begun with a separate title page. The appendix is capitalized and the title is upper and lower case, centered. For example:

APPENDIX A

Graduate Courses Required

The title page for each appendix is page numbered at the bottom of the page, centered. Appendices are listed in the Table of Contents and are cited in the text.

Note that materials included in the appendices must conform to the margin restrictions for the rest of the dissertation. Original materials that violate the margin requirements will have to be retyped or photo reduced.

Academic Honesty

> Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, ... may result in disciplinary action being taken at either the college or university level. Examples: Improper footnoting... (Graduate School of Education Catalog 1992-1995, 1992, p. 21)

Footnoting

The APA Manual does not authorize the use of footnotes. Instead, each citation is referenced within the text, and a list of references is placed after the text. The APA method is designed to reduce footnoting work by briefly identifying the source and allow the reader to further examine the source in the reference section. See beginning page 148 examples of footnoting in the APA Manual.

Quotations

A short quotation is defined as a maximum of forty (40) words. A short quotation is placed in quotation marks within the text. A long quotation, greater than forty words, is set off from the text by indentation (10 spaces from the left only) and single spaced. [Note: The APA Manual requires double spacing which differs from this Guide.) Refer to APA Manual p. 68 concerning quotations.

All quotations must be referenced. All quotations must have page numbers given. A common mistake is to omit page numbers for quotations as well as omitting page numbers for chapters located in edited works in the references section.

Rules to follow concerning quotations are: periods are placed within quotation marks. Colons and semicolons are placed outside quotation marks. Question marks, dashes, and exclamation points are placed within quotation marks only when they apply to quoted text; otherwise, they are placed outside quotation marks.

Single marks are used for quotations within quotations.

SPECIFICATIONS

As stated previously a draft copy of the dissertation is to be submitted to the Office of Academic Services two weeks prior to the scheduled defense. Following a successful defense, the doctoral candidate is to schedule a meeting two (2) or more days later with the Associate Dean (or designee) to review any necessary changes to be made on the final copy of the dissertation.

Final Copy #1

The first copy of the dissertation must be on 8 1/2" by 11" white or off-white 20 pound or heavier 100% rag (or cotton) bond paper. The title page must have the original signatures. The watermark on the bond paper will indicate the rag/cotton content. [Hold the paper in front of a light to see the marking.] The first copy is placed,

unbound, in a thesis binder, and is labeled with the candidate's name, department, and date of graduation. [Note: Heavier pound rag (or cotton) bond paper is acceptable above the 20 pound. Also dissertations of large size may be placed into two binders.]

The second copy is be on 25% rag (or cotton) bond paper or heavier, and placed in a manila envelope. The envelope must be labeled with the candidate's name, department, and date of graduation. [Original signatures are not necessary on the second copy, but the title page as well as the rest of the second copy must be on 25% or heavier rag (or cotton) bond paper.

Each final copy includes an abstract of the dissertation. In addition, submit three more copies of the title page and four copies of the abstract to the Office of Academic Services.

Type of Print

In selecting the font (typeface) note that the purpose of the type of print is to allow other people to read easily. The clarity of the type is very important. Although 10-pitch Courier or Elite type is recommended, any typeface which provides a clear, legible product may be acceptable. If there is any doubt, submit a copy of a page of type to the Office of Academic Services for approval. Dot-matrix printing is not acceptable unless of letter quality.

Spacing

Use the following as a guide for spacing:

Single Space	Double Space	Either
Block Quotations	Text	Table of Contents
References	Between citations	List of Tables
		List of Figures

Running Head

Examples in the APA Manual show a running head (see p.23 for the definition and pp. 148-156 for examples). The running head is not acceptable in a dissertation.

Margins

The dissertation will be photographed in order to place the text onto microfilm. Therefore, margins must be exact. The following guide gives the variations in margins. Whatever margin size is selected, be consistent throughout the dissertation.

Side	1"	1 1/2"	2"
Left		x	
Right	x		
Top	x		
Bottom	x	x	x
Top of page with major heading			x

Please note that the left margin is always 1 1/2". Also note that the right hand margin is always 1". The top margin for the acknowledgments, table of contents, list of tables, list of figures, and references may be one (1) inch.

Pagination

Preliminary pages are numbered in lower case Roman numerals at the center bottom of each page beginning with the acknowledgments on page i. If an acknowledgment page is not included begin with the abstract page ii at the center bottom.

The text is numbered in Arabic numerals beginning with page one (1). The Arabic numeration continues consecutively to the end of the dissertation including the references and appendices. All pages are numbered except the title page and copyright page. Periods do not follow page numbers, nor are hyphens used. Numbers on pages in the text with major headings are placed at the bottom of the page, centered; all other page numbers appear at the top either centered or at the right margin. PAGE NUMBERS MUST BE PLACED INSIDE THE PROPER MARGINS.

Widows and Orphans

A widow is the first line of a paragraph appearing by itself on the last line of the page. An orphan is the last line of a paragraph appearing by itself on the first line of a page. The APA Manual, while not prohibiting their presence entirely,

discourages their frequent appearance. Please avoid widows and orphans when possible.

Tenses

Appendix H contains a description of the tenses that are appropriate for the various sections of the dissertation.

COMPLETING THE PROCESS THROUGH GRADUATION

Four forms must be completed in order to complete graduation requirements. These forms are obtained from the Office of Academic Services after the candidate has successfully defended the dissertation. A convenient time to obtain these forms would be when the candidate schedules a meeting with the Associate Dean (or designee) to review changes to be made in the final dissertation.

1. Diploma Application Form

The candidate is to complete this form and return the form in person or by mail to the Commencement Office* [see address below]. There is no fee, but there is a deadline--normally October 2nd for October graduation, January 2nd for the January graduation and April 2nd for May graduation.

2. Rutgers University Microfilm and Copyright Form

Three copies of this form are to be taken by the candidate to the Cashier in Records Hall and pay the required fee. The Cashier will retain one copy and return two copies to the candidate. The candidate is to submit the two copies to the Office of Academic Services. The Office of Academic Services will make a copy for the candidate.

3. Publishing Your Dissertation
UMI Dissertation Services

Two copies of this form are completed and returned to the Office of Academic Services. Within the form are several options to purchase, e.g., microfiche copies, reprints, etc. Submit a check to Academic Services for purchasing these items or give your credit card number in the form. The Office of Academic Services will forward your order to UMI Dissertation Services.

4. Survey of Earned Doctorates Form

Complete the form to help the National Research Council compile useful information on doctoral researchers and research.

What Happens to the Final Copies?

The Office of Academic Services sends both copies to Alexander Library. Alexander Library sends the second copy of the dissertation with fee payment and forms to University Microfilms International for microfilming. UMI photocopies the second copy and returns the second copy to Alexander Library. Alexander Library catalogs the original copy and stores the second copy. The abstract is published in Dissertation Abstracts International.

When Do I Receive My Doctoral Diploma?

At the May graduation ceremony the doctoral degree is awarded. You receive the actual document when you go through the ceremony. If you plan not to attend the ceremony, check the appropriate box in the Diploma Application Form. If you planned to attend the ceremony but were unable to attend write a letter to the *Commencement Office, Administrative Services Building, Room 200 A, Rutgers-the State University, New Brunswick, N. J 08903-5050 to request the diploma be sent to you.
The Commencement Office will not take an order to send you the diploma via a telephone call. For further information call 908-932-2778.

APPENDIX A

Dissertation Proposal Defense Announcement

OCT 9 1992

GRADUATE SCHOOL OF EDUCATION
Department of Educational Theory, Policy, and Administration

DISSERTATION PROPOSAL DEFENSE ANNOUNCEMENT

CANDIDATE: Sharon J. Sherman
TITLE: Change Management Functions, Teacher Orientations, and the Implementation of Cooperative Learning
DATE: October 22, 1992
TIME: 12:00 noon
PLACE: ETPA Conference Room
COMMITTEE: James Bliss, Gregory Camilli, William Firestone, Wayne Hoy (Chair)

ABSTRACT OF THE DISSERTATION

PROBLEM: Cooperative learning means the utilization of small groups and teamwork to achieve a variety of academic and social gains in the classroom setting. Recent developments have improved the theory, research, and practice that allow for successful implementation of cooperative learning. This study turns to the organizational and teacher variables that enable successful implementation. The purpose of this study is: (1) to investigate change management functions that relate to the organizational context in a school with respect to the relative impact of these functions on the implementation of cooperative learning programs at the elementary school level, and (2) to examine teacher orientations with respect to the relative impact of these orientations on the implementation of cooperative learning programs at the elementary school level.

HYPOTHESES: After a review of the theoretical and empirical literature, a set of hypotheses have been formulated to test the relationship between change management functions, teacher orientations, and implementation of cooperative learning programs. The change management variables include vision, standard operating procedure, resource support, administrative support, peer support, buffering the reform, and monitoring the reform. The teacher variables include pupil control ideology, teacher efficacy, and bureaucratic orientation.

METHOD: Change management functions and the organizational context will be measured using an instrument that is currently being constructed by Sharon Sherman, James Bliss, Gregory Camilli, William Firestone, and Wayne Hoy. Teacher orientations will be measured using a variety of instruments. Pupil control ideology will be assessed with the Pupil Control Ideology Form. Teacher efficacy will be measured with a version of the Teacher Efficacy Scale. Bureaucratic orientation will be measured with the Work Environment Preference Schedule. Success of implementation will be measured using a teacher report form and a version of the Classroom Life Instrument that will be completed by students currently enrolled in grades four, five, and six who are experiencing cooperative learning. The critical attributes of cooperative learning that will be measured are suitability of the task, student-to-student group interaction, interdependence to foster cooperation, and individual accountability and responsibility.

Data will be collected from 50 schools in New Jersey. The sample will include urban, suburban, and rural elementary schools. Five teachers per school will be selected randomly to participate in the study. Statistical analysis will involve the applications of hierarchical linear modeling to achieve improved estimation of effects within individual units and to partition variance and covariance components among levels.

SIGNIFICANCE: Implementation of programs to achieve educational change is an important concept in the reform of schools. Examples of successfully implemented innovations described in the literature point to a number of key variables that interact, forming a set of variables that capture the dynamics of the change process. This theoretical model of change will be tested in the current study. The practical significance lies in achieving greater success in implementation of cooperative learning. It will answer such questions as, "What are the effects of each of the change management functions on the overall success of implementation of cooperative learning?" "What are the effects of teacher orientations on the success of implementation of cooperative learning?"

APPENDIX B

Proposal Title Page

CAPITALIZED TITLE OF THE

DISSERTATION PROPOSAL

By CANDIDATE'S LEGAL NAME IN CAPITALS

A dissertation proposal

submitted to

The Graduate School of Education

Rutgers-The State University of New Jersey,

in partial fulfillment of the requirements

for the degree of

Doctor of Education

Graduate Program in Program*

in Education

Approved by

_____

Typed Name, Chair

_____

Typed Name

_____

Typed Name

New Brunswick, New Jersey

Month, Year**

*See Appendix F for legal title of doctoral degree programs.
**Month and year when proposal defense is to occur. [Notice this is different from the dissertation title page when the graduation month and year are given. progdlin

APPENDIX C

Proposal Tenses

PROPOSAL TENSE CRITIQUE FORM

The proper use of tense in a proposal is vital. The reader must know exactly what has occurred, is happening and should happen.

Did the investigator in writing the proposal use the proper tense:	Tense	Correct	Incorr.
1. Orientation/background?	Mixture	( )	( )
2. Problem/s existing within the environment?	Present	( )	( )
3. Purpose/s of the study?	Future	( )	( )
4. Theory/ies?	Past	( )	( )
5. Variables concerning the study?	Present	( )	( )
6. Research questions to be answered?	Future	( )	( )
7. Hypothesis/es?	-------		
8. Implications of the study?	Future	( )	( )
9. Delimitations?	Future	( )	( )
10. Limitations?	Present	( )	( )
11. Assumptions?	Present	( )	( )
12. Review of the literature?	(Both past and present tense, usually present in relating other studies to the one to be completed)	( )	( )
13. Research design?	Future	( )	( )
14. Population?	Present	( )	( )
15. Criterion/ia for sample selection?	Future	( )	( )
16. Sample?	Future	( )	( )
17. Independent variable/s?	Future	( )	( )
18. Dependent variable/s?	Future	( )	( )
19. Instrument/s?	Mixture	( )	( )
20. Methodology for data collection?	Future	( )	( )
21. Statistical design?	Future	( )	( )

This guide was developed by Charles R. Doty, Ph. D., Graduate School of Education, Rutgers, the State University of New Jersey, 1974, after a review of the literature concerning thesis writing.

protense

APPENDIX D

Verification Committee Received
Dissertation Draft One Month
Prior to Defense

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

The Graduate School of Education

Date: _____

To: Office of Academic Services, Room 110, GSE

From: _____, Committee Chairperson

Please schedule the doctoral dissertation defense of the student named below:

Student: _____

Dissertation Title: _____

_____

_____

_____

Defense Date: _____

Time: _____

Location: _____

I have received the defense draft of this dissertation.

Chairperson: _____ Initials _____

Committee Members: _____ Initials _____

_____ Initials _____

_____ Initials _____

_____ Initials _____

APPENDIX E

Title Page
for
Dissertation

A STUDY OF THE ADVISEMENT AND COUNSELING OF GRADUATE STUDENTS IN GRADUATE SCHOOLS OF EDUCATION

BY JANET ROWE HOFFMAN

A dissertation submitted to
The Graduate School of Education
Rutgers, The State University of New Jersey
in partial fulfillment of the requirements
for the degree
Doctor of Education
Graduate Program in Vocational-Technical Education

Approved by

Charles R. Roman, Chair

Deborah H. Highfield

Joyce R. Berry

New Brunswick, New Jersey
October, 1993

APPENDIX F

Legal Title of Doctoral Degree Programs

OFFICIAL TITLES FOR DISSERTATION TITLE PAGE

Educational Administration and Supervision

Social and Philosophical Foundations

Social Studies Education

Vocational-Technical Education

Creative Arts Education

Elementary/Early Childhood Education

English Language Arts Education

Language Education

Mathematics Education

Reading

Science Education

Educational Statistics and Measurement

Special Education

Learning, Cognition, and Development

Counseling Psychology and Guidance

offdistl

APPENDIX G

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APPENDIX H

Tenses for Dissertation

DISSERTATION AND REPORT TENSES CRITIQUE FORM

Exact chronological reporting is essential to prevent reader confusion. The following guide of tenses should prevent errors in reporting.

Did the investigator in writing the report use the proper tense:	Tense	Correct	Incorr.
1. Orientation/background?	Mixture	( )	( )
2. Problem/s within environment?	Present	( )	( )
3. Purpose/s of the study?	Past	( )	( )
4. Theory/ies?	Past	( )	( )
5. Variables concerning study?	Present	( )	( )
6. Research questions to be answered?	Past	( )	( )
7. Hypothesis/es?	-------		
8. Delimitations?	Past	( )	( )
9. Limitations?	Past	( )	( )
10. Assumptions?	Past	( )	( )
11. Review of the literature?	(Both past and present tense, usually present in relating other studies to the one just completed.)	( )	( )
12. Research Design?	Past	( )	( )
13. Population?	Past	( )	( )
14. Criterion/ia for sample selection?	Past	( )	( )
15. Sample?	Past	( )	( )
16. Independent variable/s?	Past	( )	( )
17. Dependent variable/s?	Past	( )	( )
18. Instrument/s?	Past	( )	( )
19. Methodology for data collection?	Past	( )	( )
20. Statistical design/s?	Past	( )	( )
21. Background necessary for interpreting findings and conclusions?	Past	( )	( )
22. Findings?	Past	( )	( )
23. Conclusions?	Present	( )	( )
24. Recommendations for implementation of research findings in practice?	Future	( )	( )
25. Recommendations for future research?	Future	( )	( )

This guide was developed by Charles R. Doty, Ph. D., Graduate School of Education, Rutgers, the State University of New Jersey, 1974, after a review of the literature concerning thesis writing.

APPENDIX I

Common Errors in Format and Writing Style

Common Errors in Writing a Dissertation

The following material was obtained from the critiques of dissertations completed by doctoral candidates in the Graduate School of Education. The person who receives a doctorate does not have to be reminded that attention to detail is evidence of scholarly ability. The following errors cost most candidates much stress, time and money.

Major error: Do not rely on the typist to know how to footnote, cite references, and do other professional work.

Format style: Choose one format style for footnotes and references and adhere to that style. Mixing styles is not acceptable.

Title page: Six out of ten persons have to have their title pages signed again by the committee because they:

Do not use the correct type of pound, rag bond paper.
Do not capitalize the title of the dissertation.
Do not capitalize their name and 'by'.
Do not use their full legal name.
Use the department name rather than the program name.
Give the doctoral titles of the committee members.
Give the month they defended rather than the month they are to graduate.

Abstract of the dissertation: Six out of ten persons must retype the abstract because they:

Do not give the proper doctoral degree for their chairperson.
Exceed 350 words.
Begin with the wrong page number.

Table of contents: The table of contents usually contains these errors:

Every word is capitalized.
The word 'page' is omitted.
The word 'Chapter' is capitalized.
Margins are violated, especially on the left hand side.
Page numbers are incorrect.

List of tables: Typical errors are:

Tables being labeled A, B, etc., instead of 1, 2, etc.
Title of tables being capitalized.
No title.
Page numbers wrong.

See page 94, 3.70, in the APA Manual.

List of figures: Typical errors are same as list of table errors.

Chapters: First page of each chapter:

Top 2" inch margin violated.
Title being typed at level 1 and 2 rather than level 1.
Page number incorrect.
Page number being placed at top of page rather than bottom, center.

Second page of each chapter:

Page number placed at the bottom, center rather than either top center, or top right hand.

Headings: See page 66, 3.29 in the APA Manual and the more detailed directions in this guide.

Page numbers: Page numbers must be within the margins.

Hyphens: Follow these rules:
Hyphenated words are not to be carried over on successive pages.
Dashes are indicated by two (2) hyphens.

Justification: Do not use justified border on the right margin.

Spacing: Keep spacing equal between paragraphs and headings. Many persons switch from 2 to 4 spaces between paragraphs and between headings and paragraphs.

Footnoting: Numerous errors are made in footnoting due to candidates thinking that format is rather insignificant in writing a dissertation. See page 68, 3.32, in the APA Manual.

(Jones & Tyler, p. 3) is correct. (Jones and Tyler, p. 3). is incorrect.*
...too much concern" (p. 429). This is correct for a citation at the end of a quotation within text.
...too much concern. (p. 429) This is correct for a quotation exceeding 40 words that is indented and single spaced.
Every quotation must have the page numbers given in the footnote.
Even when paraphrasing the preferable method is to give the reader the page number/s where the paraphrased material may be found. (The idea behind precise footnoting is that the reader may easily locate the

original material.

*If you are discussing Jones and Tyler within the text the use of 'and' is acceptable.

References: Approximately 1/3 of all candidates must completely rework the reference section. Obtain the style manual and follow the style manual precisely. Following are some errors that occur too frequently:

No page numbers for chapters cited in a book or edited work.
Improper references for dissertations.
Periods and commas missing or in the wrong place.
Capitalization of titles of books is incorrect.
Underlining under individual words rather than continuous underlining under titles.
Incorrect or missing information concerning interviews. See page 110, 3.93, in the APA Manual.
See page 118+ in the APA Manual for instructions for referencing.

Underscoring:

Use a continuous, unbroken line to indicate underscoring, e.g., Stanford-Binet Intelligence Scale.
Note: The titles of published tests are to be underscored in the text as well as the references.

Appendix: Repeated errors are:

Lack of an introductory page for each appendix in which the appendix alphabetic designation is given and the title.
Page number on introductory page not being at the bottom center.
Margins violated. [Material that violates the margins must either be retyped or photo reduced.]

Tables: Numerous errors such as:

No title.
Title not underlined.
Title capitalized rather than upper and lower case.
The writer telling the reader to go to a table and figure out what data in a table represents.
[Rule of thumb: DO NOT MAKE THE READER WORK!]
Follow these rules:
Table footnotes are indented.
Vertical end rules are omitted.
The final horizontal rule is omitted on a continued table except for the last page of the table.

Figures: Follow these rules:

Figure legends are not capitalized. Expanded legends are indented, paragraph style, single spaced and placed under the figure.

Writing style:

One of the cardinal rules for technical writing is that the reader is told what will be presented. Therefore, each chapter should contain an introductory paragraph that explains for the reader what will be presented in that chapter. For example, if in a chapter three types of fruit are to be described, e.g., apples, oranges, and peaches, an introductory paragraph explains this sequence and the following sections are in the order, apples, oranges, and peaches, not oranges, apples and peaches.

The massive misuse of pronouns, e.g. it, them, they. (One dissertation of moderate length had the word 'it' used 60+ times.) See page 38, 2.08, in the APA Manual.

"do not attribute human functions to nonhuman sources" (APA, p. 35). Numerous incorrect statements are:
The table states...
Research says...
Research has found..
This study collected data...

Repetition of the purpose of the study in which each statement is different. The purpose statement is to be repeated exactly the same each time. Persons who have been taught to write in English literature style will want to vary the purpose statement to make the reading interesting. When the purpose statement is written differently the purpose changes. Remember the dissertation is a technical report, not a fiction book.

Confusing the problem/s of the study with the purpose of the study.

Inadequate description of the population.

Lack of criteria for describing how the sample was determined. Unless the population and sample have been precisely described, the findings of the study are not worth the paper upon which they are typed.

Preaching! Do not preach or claim some educational program is great. You are trying to find the truth.

Calling a finding a conclusion and a conclusion a finding. A conclusion is stated in this logic. Based on this finding one might imply that such an occurrence will be repeated in another similar situation.

Subject and verb agreement: See page 36, 2.06, in the APA Manual.

Underlining words to emphasize. This is journalistic style and is not acceptable. Underlining is done in this Guide because the Guide is a set of directions.

Using " around words for emphasis. This is journalistic style and is not acceptable.

One sentence paragraphs: One sentence usually is not sufficient to communicate properly. Avoid such paragraphs!

SLANG: Be very careful that slang is not used.

Using abbreviations:

Abbreviations such as don't, doesn't, it's (it is), etc., are not proper in formal writing.

Numbers: See page 71, 3.39, in the APA Manual.

"That is". If you find yourself writing 'that is' after a discussion of a topic to tell the reader what you have just described, rewrite the material.

The use of personal pronouns, e.g., I, may be used for dissertations that use qualitative research.

Third person, e.g., researcher, investigator, are to be used for dissertations that are quantitative research.

errorsdis